**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Cannon, Poe, Simons** | | **Grade: 3** | | | **Date(s)**: Day 2 |
| **Unit Title: Prove It!** | | | **Corresponding Unit Task: Task 1 – Text Evidence Organization** | | |
| **Essential Question(s):**  **How do readers use textual evidence to help answer questions?**  **How can a good speaker effectively engage in a conversation with a(an) person/audience and appropriately convey their message?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: Teacher/Student: A Day’s Work by Eve Bunting (Reading Street p. 178-192)**  **Textual evidence graphic organizer, sentence strips for cut-apart sentences, chart paper,**  **blank paper (8 ½ x 11), dictionaries** | | | | **Character, character trait, realistic fiction, Aesop fable moral/lesson, claim, text evidence, graphic organizer**  **Story Vocabulary: motioned, omen, quivered, grumbled, shuffled, huddled, chickweed**  **Multi-cultural tie-in: chorizos, senora, gracias, bueno, muy bonito** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  x Modeled  Shared  Guided Practice  Independent | **Reading – Day 2**  **Standards:**  **RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**  **RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapters, scene, stanza; describe how each successive part builds on earlier sections.**  **R.F.3.4a Read grade level text with purpose and understanding.**  **I Can Statement(s):**  **I can understand and retell stories read aloud.**  **I can answer questions about the text by locating information in the text.**  **I can explain my answers by referring to the text for support.**  **I can make a claim about characters in a story.**  **I can support my claim using evidence from the text.**  **Instructional Plan:**  **Review essential vocabulary (above) from yesterday. Introduce story vocabulary, give definitions and give examples of each. Spanish words can be addressed throughout the reading. This would be a great time to let your ESL students teach the other students how to pronounce the words correctly and give the meaning of the words.**  **After introducing story vocabulary listed above, reread the story, A Day’s Work in reading basal with students following along.**  **After reading the story, teacher will model making a claim about a character from the story. Be sure to review what a claim is beforehand. Make a claim (generalization) about the main character, Francisco, and write it in the correct box on the textual evidence graphic organizer (example of organizer below.) Next, model finding textual evidence to support your claim about the character. See example below:**    **Example:**   |  | | --- | | **Claim: Francisco is a responsible young man.** | | **Textual Evidence: Francisco went to the parking lot to help his grandfather get work since he didn’t speak English yet. “I am going to help my *abuelo* get work.”** | | **Textual Evidence: Francisco darted through the swarm of men and was right in front of the van when it stopped.** | | **Textual Evidence: Francisco is giving up his Saturday to help his grandfather find work.** |   **\*Later in the story, Francisco is dishonest. You could also talk about how characters don’t always have positive traits. You can model the claim that Francisco is dishonest and give evidence from the story that proves Francisco possesses this character trait.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  x Shared  Guided Practice  Independent | **Writing - Day 2**  **Standards:**  **L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**  **L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **L.3.1a Explain the functions of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.**  **L.3.1i Produce simple, compound, and complex sentences.**  **L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **I Can Statement(s):**  **I can write a complete sentence.**  **I can use correct grammar, punctuation and conventions when writing a sentence.**  **I can manipulate sentence strips to create a complete sentence.**  **Instructional Plan:**  **Teacher will model how to write complete sentences using information about the characters in today’s story, A Day’s Work. Talk about the components of a complete sentence (noun, verb, adjective, etc.) After modeling complete sentences, choose some sentences from the story or make up some other complete sentences on sentence strips. Cut apart the sentences and put them in zip-lock bags or envelopes. Put students into small groups of 2-3 students and give them an envelope/bag. Have students sort the words and manipulate them to create complete sentences. Students will write the complete sentence and illustrate the sentence in learning logs (journals). After students have time to create a complete sentence and illustrate it, they may switch with another group and do another example. After switching a few times and completing a few examples, students may come up and share how they arranged their sentences and show the complete sentence they wrote and tell the class about their illustrations.**  **Additional Teacher Resources:**  **Ten Important Sentences book that goes with Scott Foresman series**  **Link to several resources that go along with Scott Foresman reading stories:**  [**http://classroom.jc-schools.net/waltkek/Third2.html**](http://classroom.jc-schools.net/waltkek/Third2.html) | | | | |
| **Gradual Release of Responsibility:**  x Modeled  Shared  x Guided Practice  Independent | **Word Study – Day 2**  **Standards:**  **L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.**  **L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**  **L.3.4a Use sentence-level context as a clue to the meaning of a word or a phrase.**  **I Can Statement(s):**  **I can look up the meaning of unknown words.**  **I can find synonyms for new vocabulary words.**  **I can create an illustration to help me remember the meaning of new words.**  **Instructional Plan:**  **Today students will create a vocabulary flipbook using tier 2 vocabulary words from the story, A Day’s Work, in the 3rd grade reading basal. The teacher will model how to create a flipbook. Give each student one sheet of paper (8 ½ x 11). Have students fold the paper horizontally. Next, have the students open the paper and cut 4-5 flaps (depending on how many vocabulary words you want to include). Students will label the outside of each flap with one of the vocabulary words listed below (choose which words are appropriate for your students).**  **Some of the words may include; motioned, omen, quivered, grumbled, shuffled, huddled (I wouldn’t introduce more than 5 words, depending on your students).**  **After modeling labeling each flap, model how to open flaps and write the definitions/synonyms of the words on the inside. Then, students may draw a non-linguistic representation (illustration) to help them remember the meaning of each word. After modeling a few words, students can work with a partner to look up definitions of each word and illustrate.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  x Shared  x Guided Practice  Independent | **Speaking & Listening – Day 2**  **Standards:**  **SL 3.1. Engages collaboratively in a range of discussions with diverse partners on grade 3 topics. SW come prepared and follow agreed upon rules.**  **SL 3.6. Speaks in complete sentence in order to provide requested detail or feedback.**  **I Can Statement(s):**  **I can identify what a complete sentence looks and sounds like.**  **I can use complete sentences to respond to questions in class.**  **I can ask questions using complete sentences.**  **I can speak up in class using the agreed upon rules.**  **Instructional Plan:**  **Today, the teacher will review norms for speaking and listening in the classroom using the ideas from yesterday’s anchor chart.**  **After students have time to create a complete sentence and illustrate it in today’s writing activity, they may switch with another group and do another example. After switching a few times and completing a few examples, students may come up and share how they arranged their sentences and show the complete sentence they wrote and tell the class about their illustrations.** | | | | |
| **Closing/Summarizing Strategy** | **SW journal on how they prepared for the discussions, how they used their text evidence, and what they did well on and what area they want to improve on(collecting evidence, reading text, speaking clearly, using complete sentences)** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **After modeling making claim about Francisco’s character, students can make claim about a different character in the story and give evidence from the text to support the claim.** | | **Let students use sticky notes to mark their text evidence to support claims. You may also frontload (let students pre-read the text the day before you read it as a class or let them take a picture walk/read the story for morning work.** | | | **Your ESL students can teach other students how to pronounce the Spanish words in the story correctly and give the meaning of the Spanish words in English.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Assessment(s):The student independent graphic organizer will provide evidence on the ability to collect text evidence and as evidence for knowledge of complete sentences. The student journal responses for speaking and listening can be used to monitor growth for these skills.** | | | | | |
| **Teacher Reflection:** | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*